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ABSTRACT

This paper provides some ideas for those searching for positions in the academic field of English (with emphasis on rhetoric/composition) at small, state-supported liberal arts colleges. It presents information about how searches are initiated and conducted and how candidates might best present themselves while engaged in a job search. Included in the paper are sample institutional job advertisements, copies of cover letters written in response to those job announcements, samples of acknowledgement letters received after materials were sent, several samples of rejection letters from colleges, a sample schedule for an on-campus interview, a handwritten flow chart used to keep track of application materials, handwritten notes used to prepare for an interview at the Modern Language Association convention, examples of successful letters (that is, the application was not rejected immediately), and comments as to why the letters were successful or unsuccessful. (RS)

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ED 408 588

Maureen Neal
Mesa State College
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Demystifying the Job Search: The Candidate's Perspective

"Demystifying the Job Search" was a half-day workshop presented at the 1997 CCCC in Phoenix, Arizona. The workshop analyzed the job search in English (with emphasis on rhetoric/composition studies) from the different perspectives provided by an administrator, a perennial search committee member, and a candidate. We tried to "demystify" the procedures and internal machinery of a job search in English at a small state-supported liberal arts college by presenting information about how searches are initiated and conducted and how candidates might best present themselves while engaged in a job search. Although some of the following material may be addressed by English departments with placement and/or job market preparation programs, some of the information might be useful for candidates who either do not have access to such support services or who would like to know more about the internal workings of a job search at a small teaching-oriented institution. "The Candidate's Perspective" traces (through sample advertisements, application materials, and correspondence) selective portions of one candidate's job search.

In the packet which is attached (pages are numbered by hand at bottom center for reference in the commentary which follows), readers will find several artifacts from the search in question. I arranged these items in sequential order for clarity, beginning, for example, with advertisements (dated: 1994) followed by copies of cover letters written in

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response to those job announcements; second, I included a few samples of acknowledgment letters, which would come after the department had received the application; and third, because rejection is an inevitable part of the process—and frequently the *end* of the exchange between candidate and department—several samples of rejection letters are enclosed. Some miscellaneous documents which do not fit logically into a job search chronology include a sample schedule for an on-campus interview, a handwritten flow chart used to keep track of application materials, and a page of handwritten notes used to prepare for an MLA interview.

Reflective Commentary on Packet Materials

Successful Letters

Samples **A** (packet, page 1), **B** (page 2), and **C** (page 3) are samples of letters which were "successful" (the application was not rejected immediately). There are some common threads in each job announcement: all are seeking someone at entry-level, assistant professor rank; all emphasize teaching and/or teaching experience; and all three identify teaching of composition as part of the course assignment. Because my strengths lay in those areas, I chose to respond to these ads and to build on my public secondary school teaching experience, my part-time college experience, and my graduate preparation in rhetoric and composition in the cover letters. I also tried to limit my cover letter to one page and I did not discuss my dissertation in the cover letter because I felt that these institutions might be more teaching-oriented than research-oriented. (I included a dissertation abstract as part of the application, if the committee chose to read it.)

I'm not sure why the letters were successful in these cases, though I'm reasonably certain it had more to do with the institution and the position announcement/departmental needs than with the quality of the cover letter (I sent similar letters in response to similar

ads which were immediately rejected by other institutions). I also tried to address each ad's specific concerns and to explain why I had an interest in each particular institution: CAI and creative writing in one case (sample B), portfolio assessment in another (sample A). Because all three institutions stressed teaching as a large part of the job description, I also included *very short* samples of evaluations or course work to document my strengths as a teacher. This may not be a good idea, however, and I would urge caution: I don't think the search committee wants to wade through pages and pages of unsolicited teaching evaluations or course material.

Unsuccessful Letters

Samples **D** (page 4), **E** (pp. 5-6), and **F** represent samples of unsuccessful letters (rejections came in response to these letters almost immediately). It's worthwhile to examine these samples more closely. Although the letter I sent in sample D was similar to the letter I sent to institution C, the job announcement differs in several significant ways: first, the faculty rank calls for applications at the level of either associate or assistant professor; second, it calls for a degree in English education (rather than English); and third, the desired qualifications include "experience in supervision" and "evidence of assuming [a] leadership role in secondary education in humanities." Had I read more carefully, I would not have responded to this ad, since I did not have supervisory experience and could offer no plausible "evidence" of the ability to assume a "leadership role" in secondary education. In addition, given this institution's desire for "evidence of scholarship," a single essay in the field would not go very far in establishing my credibility as a scholar.

In sample E, the problems are much the same: the job description calls for an applicant at the rank of assistant or associate who could supervise the writing center and help "redesign" the freshman writing program. In my letter in response to this advertisement, however, I make three specific errors: I lead with my teaching experience rather than with information about my expertise in composition (which *could* come close

to meeting the criteria); I do not mention the requirement for directing the writing center, nor do I give any attention to the task of redesigning freshman writing programs, both of which are listed as part of the job description; and I also engage in some unnecessary fluff and goofiness in the final paragraph of the letter, gushing over a book I had taught in high school which just happened to be set in Montana. At the time, I thought this reference was clever; now I think it's embarrassing.

I make the same error of sentimental gushing--this time about my home town--in sample F. Though the job description seems to be a near-perfect match for my preparation and qualifications, and though I lead with teaching, English education, and composition experience, as I think is called for here, I lapse into a wistful treatise about "going home" to Durango in the last paragraph. I think this is an error in a cover letter because, once again in hindsight, it seems to me to cross the boundaries of professionalism, if not common sense. It may not be this aspect of the letter which kept my application from going forward, but, given the chance again, I would delete the last paragraph.

Correspondence Samples

I included several samples of different kinds of correspondence applicants might be expected to receive, including representative samples of an acknowledgment letter (pp. 9-10) and a letter which follows up the standard acknowledgment to inform candidates of the pace and status of an on-going search (page 11). As a candidate, I particularly appreciated the follow-up letter because, while search committees may be well aware of the current status of their own search, candidates are often ignorant of the many factors which influence the progress and the pace of the search. I consider additional information considerate, as it helps to alleviate a candidate's impatience and anxiety.

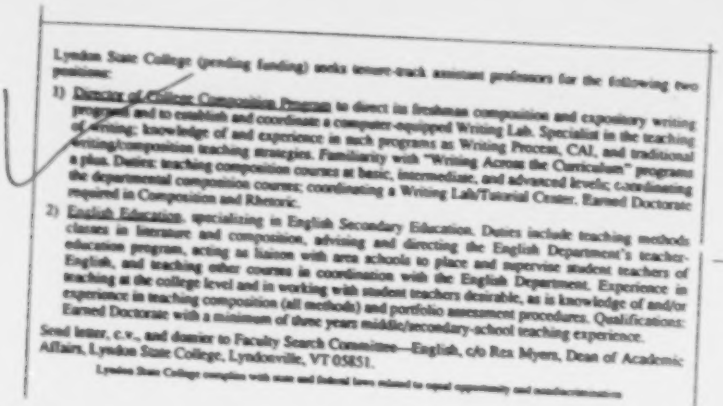
Samples of rejection letters are also included in this section (pp. 12-13).

Miscellaneous Samples

Page 8 is a copy of one of the pages of a handwritten flow chart I made to keep track of the applications I sent out; it helped me to organize the application materials, review deadlines and job descriptions, and see at a glance the status of any given application.

On-campus interviews are often very hectic days for both candidates and search committees, as the sample on page 14 reflects.

The last page in the packet is a set of notes I used to study for one of my MLA interviews; I include it only to suggest that once an interview is scheduled, a candidate must be ready to answer interview questions with efficiency and purpose. If a candidate has several interviews scheduled at one time (at a convention, for example), it's helpful to study for each interview, since positions an applicant is interviewing for may call for different areas of expertise. Other candidates may not have to do this, but I had to remind myself of the specifics of a subject area so that I could feel confident about the responses I made during an interview.



Lyndon State College (pending funding) seeks tenure-track assistant professors for the following two positions:

1) Director of College Composition Program to direct its freshman composition and expository writing programs and to establish and coordinate a computer-equipped Writing Lab. Specialist in the teaching of writing; knowledge of and experience in such programs as Writing Process, CAI, and traditional writing/composition teaching strategies. Familiarity with "Writing Across the Curriculum" programs a plus. Duties: teaching composition courses at basic, intermediate, and advanced levels; coordinating the departmental composition courses; coordinating a Writing Lab/Tutorial Center. Earned Doctorate required in Composition and Rhetoric.

2) English Education, specializing in English Secondary Education. Duties include teaching methods classes in literature and composition, advising and directing the English Department's teacher-education program, acting as liaison with area schools to place and supervise student teachers of English, and teaching other courses in coordination with the English Department. Experience in teaching at the college level and in working with student teachers desirable, as is knowledge of and/or experience in teaching composition (all methods) and portfolio assessment procedures. Qualifications: Earned Doctorate with a minimum of three years middle/secondary-school teaching experience.

Send letter, c.v., and dossier to Faculty Search Committee—English, c/o Rex Myers, Dean of Academic Affairs, Lyndon State College, Lyndonville, VT 05851.

Lyndon State College complies with state and federal laws related to equal opportunity and nondiscrimination

(A)

28 November 1994

Dear Dean :

Please accept my application for the tenure-track position in English Education and/or composition and rhetoric (I'm interested in both positions) advertised in the December MLA *Job Information List*. I'm enclosing a current vita, sample syllabus for an advanced composition course, and a copy of a recent teaching evaluation. I have also requested that the Placement Center send you a copy of my dossier with transcripts and letters of recommendation.

My teaching experience includes twelve years in public secondary schools as well as seven years' experience at the college and university level. I have taught freshman composition, basic writing (CAI), scientific and technical writing, advanced composition, introduction to literature, and Western world literature at the undergraduate level and have secondary interests and expertise in sociolinguistics and (through teaching experience) English education and adolescent literature. My philosophy of teaching and learning is influenced a good deal by my work as a student at the Bread Loaf School of English; its primary focus is a positive commitment to the development of student autonomy through collaborative practice and shared classroom authority.

Though teaching well is my first priority, my research and publication interests focus on composition theory and pedagogy; I have presented/published work on social constructionism and expressionism, portfolio assessment, and the development of academic register. Forthcoming presentations and articles, spawned by both dissertation research and personal interest, include a 1995 CCCC forum on hyperfluency and student acquisition of academic discourse and an essay related to teacher preparation in the NCTE-CEL publication *Great Beginnings: Designs for Beginning Teachers*. I have also submitted my dissertation manuscript to the 1995 Outstanding Dissertation Award competition (CCCC).

I'm interested in Lyndon State College because the job description emphasizes teaching, which I feel is the strongest aspect of my candidacy. I also traveled around Vermont when I was at Bread Loaf, and though I didn't get as far north as Lyndonville, I would be enthusiastic about rural Vermont. I spent my graduate career in south central Texas and would like to live and work in a place where, in contrast to Texas, there are four seasons, few(er) fleas, and no fire ants.

Thank you for your consideration of my file: I look forward to hearing from you.

Sincerely,

Maureen Neal

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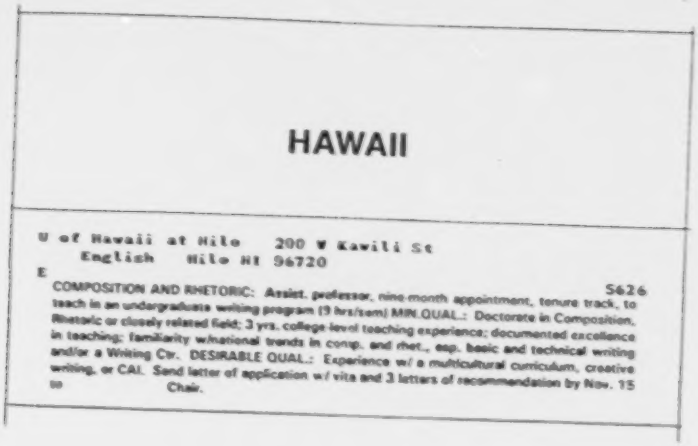

HAWAII

U of Hawaii at Hilo 200 W Kawili St
English Hilo HI 96720
E

$626

COMPOSITION AND RHETORIC: Assist. professor, nine-month appointment, tenure track, to teach in an undergraduate writing program (9 hrs/sem) MIN.QUAL.: Doctorate in Composition, Rhetoric or closely related field; 3 yrs. college-level teaching experience; documented excellence in teaching; familiarity w/national trends in comp. and rhet., esp. basic and technical writing and/or a Writing Ctr. DESIRABLE QUAL.: Experience w/ a multicultural curriculum, creative writing, or CAI. Send letter of application w/ vita and 3 letters of recommendation by Nov. 15 to Chair.

(B)

Dear Professor :

Please accept my application for the assistant professor, tenure-track position in composition and rhetoric advertised in the October MLA *Job Information List*. I'm enclosing a current vita, a syllabus for a basic writing course (CAI) I am currently teaching, and a copy of my most recent student evaluations. I have also asked the Placement Center to send you my dossier with transcripts and letters of recommendation.

My teaching experience includes twelve years in public secondary schools as well as seven years' experience at the college and university level. I have taught freshman composition, basic writing (CAI), scientific and technical writing, advanced composition, introduction to literature, and Western world literature at the undergraduate level. I have secondary interests and expertise in sociolinguistics and English education. My philosophy of teaching and learning is influenced a good deal by my work as a student at the Bread Loaf School of English; its focus is a positive commitment to the development of student autonomy through collaborative practice and shared classroom authority.

This semester is the first time I have taught CAI composition, but I am enthusiastic about the benefits of such a program: we are using the Daedalus system software programs with great success. I am also interested in your mention of creative writing as one of the "desirable" qualities for candidates. I wrote a collection of short stories for my master's thesis and have taught creative writing for local continuing education programs.

Research and publication interests focus on composition theory and pedagogy; I have presented/published work on social constructionism and expressionism, portfolio assessment, and the development of academic register. Forthcoming presentations and articles, spawned by both dissertation research and personal interest, include a 1995 CCCC forum on hyperfluency and student acquisition of academic discourse and an essay related to teacher preparation in the NCTE-CEL publication *Great Beginnings: Designs for Beginning Teachers*. I have also submitted my dissertation manuscript to the 1995 Outstanding Dissertation Award competition (CCCC).

Thank you for your consideration of my file; I look forward to hearing from you.

Sincerely,

Maureen Neal

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Murray SU
English Murray KY 42071
E

4066

1. African American Literature/Assistant Professor, tenure-track. Starting Date: August 1, 1995. Qualifications: Ph.D. or significant work toward it in African American Literature; teaching experience and publications desirable. Responsibilities: Teaching African American Literature and Composition.

2. English Education/Assistant Professor, tenure-track. Starting Date: August 1, 1995. Qualifications: Ph.D. in English Education; teaching experience and publications desirable; willingness to act as department liaison with area schools essential. Responsibilities: Normal teaching load is 12 hours or equivalent of English Education and Composition courses.

Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Send letter of application, graduate transcripts, teaching evaluations if available, vita, and placement file to Chair, Search Committee, Department of English, Murray State University, Murray, KY 42071 by December 1st.

(C)

Chair, Search Committee
Department of English
Murray State University
Murray KY 42071

1 November 1994

Search Committee:

Please accept my application for the assistant professor, tenure-track position in English education advertised in the October MLA *Job Information List*. I'm enclosing a current vita, dissertation abstract, and copies of my most recent teaching evaluations, and I have asked the Placement Center to send you my dossier with transcripts and letters of recommendation.

My degree is in English, particularly composition studies and composition pedagogy, but my teaching experience includes twelve years in public secondary schools as well as seven years' experience at the college and university level. I have taught freshman composition, basic writing (CAI), scientific and technical writing, advanced composition, introduction to literature, and Western world literature at the undergraduate level. I have secondary interest and expertise in sociolinguistics and young adult literature. My philosophy of teaching and learning is influenced a good deal by my work as a student at the Bread Loaf School of English; its primary focus is a positive commitment to the development of student autonomy through collaborative practice and shared classroom authority.

Research and publication interests focus on composition theory and pedagogy; I have presented/published work on social constructionism and expressionism, portfolio assessment, and the development of academic register. Forthcoming presentations and articles, spawned both by dissertation research and personal interest, include a 1995 CCCC forum on hyperfluency and student acquisition of academic discourse and an essay related to teacher preparation in the NCTE-CEL publication *Great Beginnings: Designs for Beginning Teachers*. I have also submitted my dissertation manuscript to the 1995 Outstanding Dissertation Award competition (CCCC).

Thank you for your consideration of my file: I look forward to hearing from you.

Sincerely,

Maureen Neal

(3)

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Maureen Neal
1441 Patterson Rd. #203
Grand Junction CO 81501

Northern Arizona University, Box 6032
Dep't. of English Flagstaff, AZ 86011 5355

Assistant or Associate Professor of English, Fall, 1995. Earned doctorate in English education/related area. Experience in supervision, teacher preparation, and at least two years teaching grades 7-12 or equivalent required. Evidence of scholarship. Evidence of assuming leadership role in secondary education in humanities preferred. Send application letter, CV, and names, addresses, and phone numbers of five references to Dr. James Fitzmaurice, Chair, English Education Search Committee. Northern Arizona University is a committed equal opportunity/affirmative action institution; minorities, women, persons with disabilities, and veterans are encouraged to apply.

(D)

Please accept my application for the assistant professor, tenure-track position in English education advertised in the October *MLA Job Information List.* I'm enclosing a current vita (references are listed on the last page) and a dissertation abstract. My degree (Texas A&M 1994) is in English, with an emphasis in composition and rhetoric.

My teaching experience, which is the strongest aspect of my candidacy, includes twelve years in public secondary schools as well as seven years' experience at the college and university level. I have taught freshman composition, basic writing (CAI), scientific and technical writing, advanced composition, introduction to literature, and Western world literature at the undergraduate level. I have secondary interests and expertise in sociolinguistics and English education.

Research and publication interests focus on composition theory and pedagogy; I have presented/published work on social constructionism and expressionism, portfolio assessment, and the development of academic register. Forthcoming presentations and articles, spawned by both dissertation research and personal interests, include a 1995 CCCC forum on hyperfluency and student acquisition of academic discourse and an essay related to teacher preparation, which will appear in the NCTE-CEL publication *Great Beginnings: Designs for Beginning Teachers.* I have also submitted my dissertation manuscript to the 1995 Outstanding Dissertation Award competition (CCCC).

I'm especially interested in Northern Arizona's vacancy because I am interested in teacher preparation for Native American populations and because the Bread Loaf School of English has generated significant interest in Arizona's public secondary school teachers. I would also like to live and work in an area of the country which is close to my home state of Colorado. I spent my graduate career in south central Texas and would like to be in a place where, in contrast to that part of the country, there are few fleas, four seasons, and no fire ants.

Thank you for your consideration of my file; I look forward to hearing from you.

Sincerely,

Maureen Neal

(4)

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Montana SU
English Bozeman MT 59717
E

Tenure track assistant professor to start fall 1995. Teach traditional literature courses, composition, and courses in specialty area. Ph.D. in English by date of appointment, and evidence of excellence or potential for excellence in teaching and research required. Scholarly expertise in one of the following: 1) Literature of the American West, with interest in environmental, race, and/or gender issues. 2) Mythology (from classical to Biblical and Native American). Knowledge of current theory in research field required. Send letter of application, vita, and dossier or three current letters of recommendation to Professor Liahna Babener, Head, Department of English, Montana State University, Bozeman, MT 59717. Complete applications must be received by November 21, 1994. ADA/EO/AA/Vet Pref employer. 4705

****

Tenure track assistant or associate professor in composition to start fall 1995. Teach primarily writing courses, supervise the Writing Center, and assist in the redesign of freshman writing program. Ph.D. in English by date of appointment, with specialization in composition and rhetoric, required. Evidence of excellence or potential for excellence in teaching and research also required. Send letter of application, vita, and dossier or three current letters of recommendation to Professor Liahna Babener, Head, Department of English, Montana State University, Bozeman, MT 59717. Complete applications must be received by November 21, 1994. ADA/EO/AA/Vet Pref employer.

11

12

Maureen Neal
1441 Patterson Rd. #203
Grand Junction CO 81501

Professor , Head
Department of English
Montana State University
Bozeman MT 59717

31 October 1994

(E)

Dear Professor

Please accept my application for the assistant professor, tenure-track position in composition advertised in the October MLA *Job Information List*. I'm enclosing a current vita, dissertation abstract, and copies of my most recent student evaluations, and I have asked the Placement Center to send you my dossier with transcripts and letters of recommendation.

My teaching experience includes twelve years in public secondary schools as well as seven years' experience at the college and university level. I have taught freshman composition, basic writing (CAI), scientific and technical writing, advanced composition, introduction to literature, and Western world literature at the undergraduate level and have designed courses in rhetoric and composition (contemporary theory and classroom practice; assessment and evaluation; research methodologies in composition studies) for use at the graduate level. I have secondary interests and expertise in sociolinguistics and English education. My philosophy of teaching and learning is influenced a good deal by my work as a student at the Bread Loaf School of English; its primary focus is a positive commitment to the development of student autonomy through collaborative practice and shared classroom authority.

Research and publication interests focus on contemporary composition theory and pedagogy: I have presented/published work on social constructionism and expressionism, portfolio assessment, and the development of academic register. Forthcoming presentations and articles, spawned both by dissertation research and personal interest, include a 1995 CCCC forum on hyperfluency and student acquisition of academic discourse and an essay related to teacher preparation in the NCTE-CEL publication *Great Beginnings: Designs for Beginning Teachers*. I have also submitted my dissertation manuscript to the 1995 Outstanding Dissertation Award competition (CCCC).

I'm especially interested in Montana State University because I spent my graduate career in south central Texas, and I would like to live and work in a place where, in contrast to that environment, there are few(er) fleas, four seasons, and no fire ants. Montana is also close to my home state of Colorado in spirit and climate, and I find that attractive. I'm also interested in creative writing and literature of the American West--one of my favorite novels, *The Big Sky*, is set in Montana, and if I had a choice, I would like to live and breathe in this part of the country.

Thank you for your consideration of my file: I look forward to hearing from you.

Sincerely,

Maureen Neal

(6)

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Maureen Neal
1441 Patterson Rd. #203
Grand Junction CO 81501

Fort Lewis C
English Durango CO 81301

E [redacted] 5.30 h

(F)

Dear Professor Hartsfield:

Please accept my application for the assistant professor, tenure-track position in composition and English education advertised in the October MLA *Job Information List*. I'm enclosing a current vita and statement of educational philosophy and I have asked the Placement Center to send you my dossier with transcripts and letters of recommendation. I have also enclosed a sample syllabus, writing assignment, and teaching evaluation for a recently-completed advanced composition course.

My teaching experience includes twelve years in public secondary schools as well as seven years' experience at the college and university level. I have taught freshman composition, basic writing (CAI), scientific and technical writing, advanced composition, introduction to literature, and Western world literature at the undergraduate level. I have a secondary interest in sociolinguistics and expertise (through teaching experience) in adolescent literature. My philosophy of teaching and learning is influenced a good deal by my work as a student at the Bread Loaf School of English; its primary focus is a positive commitment to the development of student autonomy through collaborative practice and shared classroom authority.

Research and publication interests focus on composition theory and pedagogy; I have presented/published work on social constructionism and expressionism, portfolio assessment, and the development of academic register. Forthcoming presentations and articles, spawned both by dissertation research and personal interest, include a 1995 CCCC forum on hyperfluency and student acquisition of academic discourse and an essay related to teacher preparation in the NCTE-CEL publication *Great Beginnings: Designs for Beginning Teachers*. I have also submitted my dissertation manuscript to the 1995 Outstanding Dissertation Award competition (CCCC).

I'm especially interested in Fort Lewis because the job description emphasizes teaching, which is the strongest aspect of my candidacy. In addition, I am a native of Durango and after a 25-year absence, I would like to go home again. I remember writing to Red Bird about ten years ago, when he was chair of the English Department and I was a high school English teacher in Pagosa Springs. At the time, I asked him for a job teaching composition; I was operating under the naive assumption that all I needed to teach at the college level was a master's degree and a lot of energy and enthusiasm. He told me, jokingly, that I should check back when I had finished my Ph.D. degree. So I *am* checking back, as he suggested, and I would very much like to live and breathe in Durango again.

Thank you for your consideration of my file; I look forward to hearing from you.

Sincerely,

(7)

Maureen Neal

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~~Deadline~~	Address, contact, location	Research Packet or Teaching Packet	Dossier (yes/no)	Additional items, notes (1) Rejection 1/30/95
~~NOV. 1~~	~~University of Utah~~ ✓ *	RESEARCH	yes	~~English Education + writing sample~~
~~NOV. 1~~	~~University of Vermont~~ ✓	~~Research~~ REJECTED 12/5/94	~~NO~~	~~2 vitas, SASE (2) Rhetoric + Comp~~
~~NOV. 1-10~~ ✓ X	Northern Arizona University ✓ Dr. James Fitzmaurice, Chair English Education Search Committee Dept. of English Northern Arizona University Box 6032 Flagstaff, AZ 86011	Research * Asked Mary Fran for Rejected	No	English ed. dossier 10/31 1/6/95 RESEARCH PKT = Research with Ds. Abstract TCHNG PKT: Teaching with Evaluations Sample syllabus
NOV. 4 X	Western Carolina University Dr. Karl Nicholas, Head English Dept. Western Carolina U. Cullowhee NC 28733 *	Teaching REJECTED 11/28/94	yes	~~Rhet. + Comp. Lit - Generalist~~ Reopened 2/6/95
NOV. 9	~~Washington State~~ ~~Prof. L. Hunt~~ ~~Dept. of English~~ ~~Washington State U.~~ * Vancouver WA 98663-3597	Research	yes	Rhetoric (history of) prep. in lit. field writing sample (FEN) (8)
NOV. 11 15	Western Washington ✓ ~~Bonnie Braithwaite~~, Interim Chair Dept. of English Western Washington U. Bellingham WA 98225-9055 *	Research + Teaching; Research with hold	yes	English Ed. + linguistics, rhetoric Teaching packet postponed - still active for 1995-96 16
~~NOV. 11~~ X	~~Betty P. Bytlik, Chair~~ ✓ ~~English Dept.~~ ~~Ellis Hall~~ ~~O.U. University~~	~~Teaching~~ Rejected	~~No~~	~~English Ed + comp/ specialty~~

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LYNDON STATE COLLEGE
Lyndonville, Vermont 05851

December 2, 1994

Dr. Maureen Neal

Dear Dr. Neal:

Thank you for your resume and letter in connection with the tenure-track English Education teaching position in the English Department at Lyndon State College. I will keep you advised as the search process progresses.

Lyndon State College is very proud of its strong teaching faculty and the regional students we serve. The campus and Northeast Kingdom of Vermont are beautiful and I am pleased you have an interest in joining us.

Sincerely,

Dean of Academic Affairs

Enc. Non-Discrimination, Equal Opportunity and
Affirmative-Action Statement
Position description

(9)

TEXAS WOMAN'S
UNIVERSITY
DENTON/DALLAS/HOUSTON

DEPARTMENT OF
ENGLISH, SPEECH, AND
FOREIGN LANGUAGES
P.O. Box 23972
Denton, TX 76204-1972
Phone: 817/898-2324

December, 1994

Dear Candidate:

We have received your letter concerning the position in the Department of English, Speech, & Foreign Languages. The Search Committee will begin to review all candidates in January. We shall keep you informed. Enclosed please find the PRE-EMPLOYMENT AFFIRMATIVE ACTION DATA form. Please return this form to the Office of Vice President for Academic Affairs, Box 22965, TWU Station, Denton, TX 76204.

Thank you for your interest in our department.

Sincerely yours,

Chair

(10)

A Comprehensive Public University Primarily for Women
An Equal Opportunity/Affirmative Action Employer

ENGLISH AND JOURNALISM

124 Simpkins Hall
900 W. Adams St.
Macomb, IL 61455-1396

309/298-1103

December 13, 1994

Dear Dr. Neal:

In response to our notice we have received nearly 350 applications for the positions described in the October JIL. It has been rather daunting to read about the significant accomplishments and capabilities of so many applicants, and the prospect of trying to squeeze this richness into a select few to be interviewed at MLA has proved all too daunting. As a result, I have decided to postpone the interviewing of applicants for the position in composition/literacy until the CCCC meeting, March 23-25, in Washington, D.C. Finalists will be brought to campus soon thereafter to meet the faculty.

Because of this important change in plans, I must ask you to notify me if you remain interested in being considered and (ideally) if you plan to attend the CCCC meeting. I am of course aware that you may be uncertain at present whether or not you will be going to Washington. In that case, would you let me know as soon as your travel plans are finalized?

I do regret any trouble this change may bring you but hope you will agree with me that the delay will repay the trouble by allowing much more time for these interviews. In any event, let me take this opportunity to wish you well and thank you for your interest in Western Illinois University.

Sincerely,

Department Chairperson

(11)

The University of Kansas

Department of English

20 December 1994

Maureen Neal

Dear Ms. Neal:

We have completed our second level of screening for our Assistant Professor position and wish to inform you that you are not at present one of those whom we will interview in San Diego at the Modern Language Association convention. However, in a large and strong pool of applicants your application was rated highly.

It is possible that we might return to your application in the near future. We very much appreciate your interest in our position and wish you well in your job search this year.

On behalf of the Search Committee,

Yours sincerely,

Administrative Assistant to the Chair

(12)

3116 Wescoe Hall • Lawrence, Kansas 66045-2115 • (913) 864-4520

DEPARTMENT OF ENGLISH

December 12, 1994

Dr. Maureen Neal

Dear Dr. Neal:

I am sorry to report that your application is no longer being considered for the English Education position at Northern Arizona University.

We appreciate your having shown an interest.

For the English Education Search Committee, I remain

Yours,

Professor

(13)

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PO Box 6032 Flagstaff, AZ 86011-6032 (602) 523-4911

Schedule for Campus Visit: [redacted]
Literary Criticism and Theory

Thursday, 2/27

Arrival at airport, 10:10 a.m. (United 7568): [redacted]
Check in at Hilton
Dinner, 6 p.m.: [redacted]

Friday, 2/28

Hilton pick-up, 7:30 a.m.: [redacted]

Breakfast, College Center, 7:30-8:45: [redacted]

Talk with Dr. (Dean, HSS), 9:00
Talk with Dr. (VPAA), 10:00
Campus tour, 10:30

Lunch, 11:00-12:00 (Bacon Room): English majors

break; class prep time

ENGL 478, sample class, 1:00-1:50 (Houston 200)

Talk with Dr. (dept. chair), 2:00
Talk with (Human Resources), 2:30

break; meet informally with faculty

Meet with search committee (LHH 302), 3:30

Return to Hilton ( ); dinner on his own

Saturday, 3/1

Breakfast on his own
Area tour, lunch:
Dinner on his own

Sunday, 3/2

Breakfast on his own
Shuttle to airport from Hilton (, departs)

(14)

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topics in linguistics -
history of language

Grammar / ~~sociolinguistics~~

Topics:

Pragmatics
Discourse analysis
Sociolinguistics

generic text on hx.
Academic Discourse
Tragoutt - Pratt Hudson Wardhaugh

① Finegan - Biber text on registers ② Heath
③ Labov
④ Saussure.

Pidgins / Creoles
Dialect + Register
Professional languages
Speaking - Writing
Orality + Literacy

Language acquisition + use
Gumperz - Tannen (interference + paralinguistic codes)

Finegan /

competence / performance
deep structures - surface structures

sentence-making model
transformational grammar all the modifications which operate on deep structure to produce infinite variety from finite structures through set of "transforming" rules -
elements + what's aligned w/ what else to alter syntactical tense, aspect, semantic choices -

structural linguistics - "pure" (competence - based) grammar
transformational-generative grammar helpful in comparative + computational linguistics → it's a model of competence, not performance
but traditional grammars related to rhetorical context
more applicable to education -

phonology - sound
morphology - word formation
syntax - word order
semantics - meaning in context
pragmatics - role relationships
discourse - genres + text style grammars
lexicon - dictionary

(15)

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